

**Michigan Department of Education
HIGH SCHOOL PHYSICAL EDUCATION ALIGNMENT RECORD**

| OUTDOOR PURSUITS | | | |
|--|---|--|-----------------------------------|
| UNIT TITLE: _____ | | | |
| <u>Expectations</u> | <i>Advanced Skills & Tactics</i> | <i>Basic Skills & Tactics</i> | <u>District Curriculum</u> |
| M.1.OP.2 Demonstrate mature form of selected locomotor skills in outdoors when using equipment in dynamic settings. | | | |
| M.1.OP.3 Demonstrate ability to select clothing and/or equipment appropriate to selected outdoor pursuit and outdoor conditions in dynamic settings. | | | |
| M.1.OP.4 Demonstrate ability to safely manipulate or use equipment related to selected outdoor pursuits in dynamic settings. | | | |
| M.1.OP.5 Demonstrate ability to make appropriate repairs and/or adjustments on equipment in selected outdoor pursuits in dynamic settings. | | | |
| *K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings. | | | |
| *K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non-locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings. | | | |
| K.2.OP.1 Apply knowledge of the seven principles of Leave No Trace (Adult version) in dynamic settings. | | | |
| K.2.OP.2 Distinguish between the nomenclatures of equipment associated with selected outdoor pursuits in dynamic settings. | | | |
| K.2.OP.3 Apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings. | | | |

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| K.2.OP.4 Apply knowledge of safety features of outdoor pursuits in dynamic settings. | | | |
| K.2.OP.5 Apply decision-making skills in outdoor pursuits in dynamic settings. | | | |
| K.2.OP.6 Identify the governmental, non-profit, and/or private areas used for outdoor pursuits in the local area. | | | |
| K.2.OP.7 Distinguish between appropriate and inappropriate resource-related behaviors in selected outdoor pursuits in dynamic settings. | | | |
| *K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines. | | | |
| *K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. | | | |
| *K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings. | | | |
| *K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings. | | | |
| *K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings. | | | |
| *K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills. | | | |
| *K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings. | | | |

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| *K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings. | | | |
| *A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities. | | | |
| *B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings. | | | |
| *B.5.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. | | | |
| *B.5.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings. | | | |
| *B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings. | | | |
| *B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings. | | | |
| *B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills. | | | |
| *B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings. | | | |
| *B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings. | | | |
| *Expectations that are repeated in other Categories. | | | |

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